

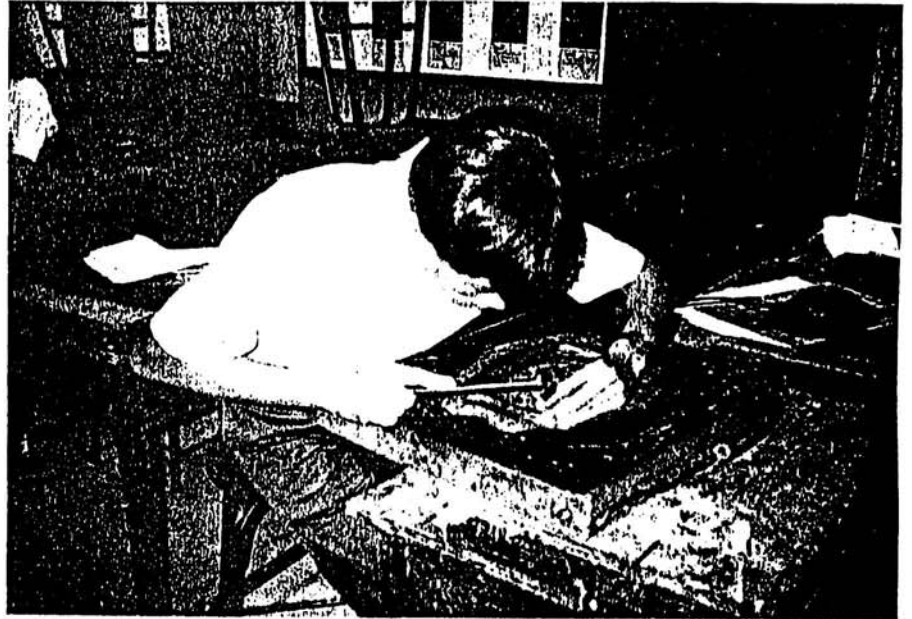
The planning of a curriculum and its programme depends heavily on research and evaluation. The context in which the curriculum is to function must be assessed. The needs of the society and the students have to be studied in depth in order to have the programme respond to these. Trends in the disciplines have to be seriously considered to make a programme relevant.

Continuous monitoring, evaluation and feedback are necessary as the curriculum is tried out and implemented. The information gathered from these activities provides the basis on which a curriculum is kept responsive to the needs of the clientele that it serves.

The Art Education curricular programme in Southeast Asian schools has broadened, recently in formal education. It now includes matters of social concern such as community-identity-environmental awareness as well as art appreciation. The use of teaching-learning materials in arts, particularly books, has been widely used. But it is alarming to note that these materials have been influenced by some elements.

The artistic insight of every Asian student has been greatly influenced by the elements of western thoughts on art appreciation, skills and values. Asian students were more exposed to these concepts and forms of arts, rather than to the rich cultural arts and heritage of their Southeast Asian country.

In most countries of Southeast Asia, the artistic and rich cultural heritage has long been before identified as the main stream of life of the common people. Culture has grown out of and is still a part of the occupation, philosophy and life of the



SPAFA Proposal :

Research on Textbooks Development for Art Education in Southeast Asia

by Bertoldo J. Manta

majority of the people of the region. This culture or life expression is dynamic and changing all the time as a result of interaction with nature, with other cultures as well as social and economic development.

Books on aesthetic play a vital role in the building up of the personal growth of every Asian student. This concerns the proper direction of the socio-cultural value development of every school in the region.

It is on this premise that the urgent need to survey and investigate the present role of textbook development for art education in Southeast Asian is direly needed.

PROBLEMS THE PROJECT WOULD SOLVE

The growing awareness of the problem on how appreciation, preservation and enhancement of artistic and cultural heritage could be directed to a meaningful art education activity. The following questions are stated:

* What textbooks and teaching materials on arts should be developed to enhance the cultural heritage of the region?

* What textbooks modules on aesthetic should be adopted to suit the needs of teaching arts in various

Left: Secondary students are encouraged to know and develop their skill on traditional craftsmanship. SPAFA's Research Project on Art Education Textbook Development provides an understanding of the cultural arts heritage as an art activity in schools.

levels?

* What appropriate methodology of teaching should be developed on the promotion of arts and culture in each region?

RATIONALE

Although common in Southeast Asia, educational institutions at all levels can be seen in various models of arts curricula. Art education can nevertheless be said to have had its development only recently in the formal education of modern Southeast Asians. As such, teaching-learning materials on arts, including textbooks, have been influenced by the west.

Students of Southeast Asia thus tend to be more exposed to western concepts and forms of art rather than to those of traditional Southeast Asians. As in many other fields of study, art education in Southeast Asia needs its own direction and special emphasis relevant to the actual ex-

Right: The socio-cultural development of a community is always interrelated to a curriculum of learning institution. Art education stresses an important role in the development of moral values and creative thinking of every Asian student. This leads to the enrichment of his social perspective in life.

perience and needs of Southeast Asian students.

OBJECTIVES

* To survey and analyze the existing textbooks and teaching materials for the arts of member countries.

* To develop for the region textbook modules suitable for the teaching of arts at different levels, and

* To promote and develop appropriate methods for arts teaching in Southeast Asia.

QUANTITATIVE DESCRIPTION OF THE OBJECTIVES

The effectiveness of every art programme is being evaluated in the extent of its scope and its main objective. The research includes a wider area of study in the Southeast Asian region. This evaluative study intends to give new ideas to curriculum planners, educational administrators, teachers and the community, to discover new options that will enable its art programme to move forward in the improvement of each art textbook and curricula.

Object I

The main framework of the research is to survey the present textbooks and teaching materials on the arts of SEAMEO Member Countries and to analyze the information gained as a tool for the art curriculum development of each country.

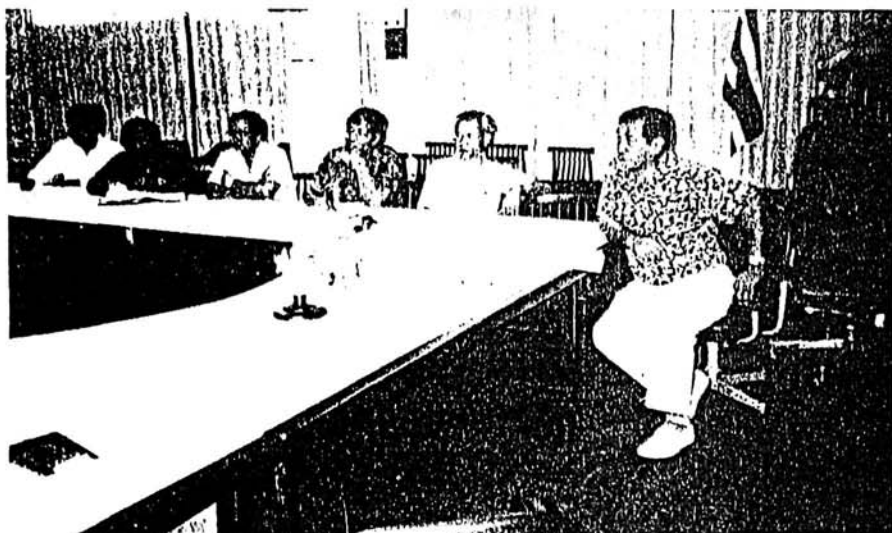
Object II

The development of the regional textbooks for each country is to be necessarily undertaken by its curriculum planners, who, in various school levels, will be represented. This would require more time and efforts. An extensive evaluation, a series of symposia, curriculum meetings and evaluative testings will be most needed to arrive at a main goal.

Object III

The promotion and the development of an appropriate method of teaching arts of each region would be seriously considered. Teachers, educational administrators, students and the community would be a part of this study to ensure that each sector is represented in the deliberation.





Left: Preliminary meeting on the Survey of Textbook Development in Art Education at the Southern United Teachers College of Thailand. The survey was conducted by SPFA Senior Specialist in Visual Arts, Prof Bertoldo J. Manta and Dr Suchart Sutthi, Project Leader of the Fine & Applied Arts Development Project, Teacher Education Department, Ministry of Education, Thailand.

Questionnaires, interviews, and meetings would be appropriate vehicles of evaluation and of the achievement of its objectives.

OBJECTIVE'S EXPECTED IMPACT

Every area of the school curriculum offers an opportunity to apply what is gained from art. Visual materials, handled with interest, invite the students to look and learn. Aesthetic values can always be enhanced and does not conflict with the goals of other curricular areas.

IMPACT TO THE EDUCATIONAL SECTOR

The purpose of this research is to provide educational administrators, students, teachers and the general public with information showing what the country is undertaking in the development of its art programme and its present status.

* The study provides an innovative appraisal on the comparative analysis of each country's programme on art education, more specifically on the usage of textbook.

* The study is expected to reveal

more valuable information on the large range of differences on the textbook development of each country and the place of art education within each educational process as regarded by educational innovators in arts, teachers and the community in each country.

INNOVATIVE AND MULTIPLIER EFFECTS

Innovative Outcome

This proposed research on textbook development for art education within the region is a new option in discovering new trends, obstacles and directions of art curriculum:

* This will enable art educators, curriculum planners, school administrators, and the community in planning their national art education programme effectively;

* There is an urgent need to know WHAT THE SCHOOL ARTS PROGRAMME WILL BE, in view of the growing diversity of the population in every region;

* This will challenge contemporary thinking regarding art curriculum for today's Asian students and the future generations;

* This is intended to provide provocative insights into the methods of teaching and adapting of appropriate textbooks and teaching materials for the art programme;

* This will indicate directions from which sequential and comprehensive art curricula could be established in various levels of school art programmes;

* Possibilities for developing an inventively structured and a comprehensive textbook programme for each level in the art education.

Three points of particular significance in this study on culture and for appreciative understanding are:

Cultural Impact

* This study provides a scholarly springboard from which the art programme of the past can be illuminated in light of what is known about art today.

* Understanding of the cultural arts and heritage as an art activity in the textbook. This enriches the aesthetic vision of the Asian students.

* Knowing the subject of art provides one with a basis for making evaluative judgements and comparison of his own works, the community's and his country's.

Proposed Developmental Guidelines for the Research Survey

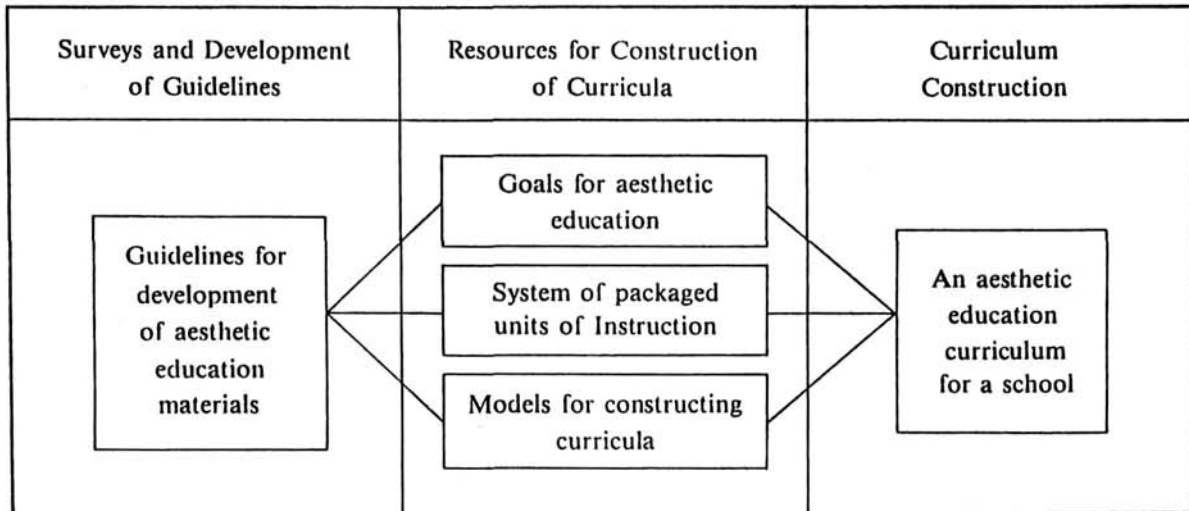


Fig.1 Suggested model to be used on the system of networks for each activity: namely Surveys and Development of Guidelines, Resources for Curriculum Construction, and Curriculum Construction. All these activities are being geared on the textbooks development of art.

Socio-Economic Impact

A well set-up textbook on art ultimately answers problems on: increasing one's awareness, the capability of engaging in aesthetic decisions immediate to life, including consumer products, judgements, and community decisions, especially on family rearing and its role in the community.

THE DESCRIPTION OF THE COORDINATED MECHANISM IN THIS PARTICULAR STUDY

System of Network

The research intends to adapt a developmental model based on a laboratory's various curriculum development programmes. In a sense, it is the umbrella that organizes the developmental endeavors, whether they be in the field of mathematics or art education. This model is an attempt to synthesize the general model, to incorporate the special responsibilities charged to the programme, and to accommodate the

problems associated with content for art education, specifically on textbooks development. This model begins with surveys which culminate in guidelines for the development of textbooks for art education prepared for each country's curriculum. This ends with the units of instructions arranged into art education textbooks for various school levels.

Proposed Developmental Guidelines for the Research Survey

Shown on Fig. 1, are guidelines to develop textbooks for art education based on the need for selected ends and means, which (1) are to address a genuine social need, (2) reflect historical and contemporary thought in the various disciplines relevant to the aesthetical education, culture and heritage of the region, (3) consider the existing body of research knowledge in the behavioral sciences, and (4) respect the pedagogical and other requirements of the educational sys-

tem. From surveys and guidelines designed to collect such information and from discourses of scholars and art educators came the goals for the programme as well as the means for selecting and analyzing the contents of art education.

Suggested Resources for Construction of Curricula as Indicators for the Textbooks Development

The resources needed for the development of a curriculum on art textbooks consist of three elements:

- * Art education goals which guide the school or community in the construction of its curriculum programme.

- * A system of instructional packages which have a greater flexibility of arrangement.

- * Models which provide the community with alternatives for arranging packages into courses of study. ■